



## THE Y NEWS

Published weekly by the Associated Students of Brigham Young University

REPRESENTED FOR NATIONAL ADVERTISING BY  
NATIONAL ADVERTISING SERVICE, INC.  
College Publishers Division  
404 MADISON AVE.  
NEW YORK, N.Y.  
"ADVERTISING" See "ADVERTISING"

Subscription rate \$1.50 per year.  
Entered as second class matter at the post office, Provo, Utah.

Bill Coltrin, Editor  
Dwight King, Business Manager

Marvin Smith, Associate Editor  
Brian Jacobs, News Editor  
Earl D. Dugay, Sports Editor  
Dale DeGraf and Voyle Munson, Society Editors  
Kay Pace, Features Editor  
Terry and Lois Hale, Columnists  
Bob Morefield, Circulation Manager  
Laure Bateman, Business Assistant

### REPORTERS

Fairl Hassell, Virginia Fitchell

Louise Hansen, Clara Jensen

Alton Clegg, Dorothy Meek

Katherine Morell, Lois Smith

John Freckleton, Mary Jordan

Pat Higby, William Forsey

Dorothy Dixon, FEATURES

Glory Scar, SPORTS

Ois Burton, COLUMNISTS

Virginia Fitchell  
Clara Jensen

Dorothy Meek  
Lois Smith

Mildred Perry  
Mary Jordan

Pat Higby, William Forsey

Glory Scar, FEATURES

Ois Burton, SPORTS

Spence Cadek, COLUMNISTS

Don Scarf, COLUMNISTS

Spence Cadek, COLUMNISTS

Don Scarf, COLUMNISTS

## Faculty Faults

About this time of the year the faculty begin to be noticed, if for no other reason that they realize that time is flitting by and to the students they have not learned anything. And so they are on the work.

Little would The Y News dare to criticize the faculty, but it does seem as some suggestions were made by The Y News all the students would be more interested in the faculty and at the same time, create less envy among the students.

Everyone knows that a professor's favorite hobby is to let things go. This is true of the faculty of the quarter only to pile on the work during the middle of the term just when most of us want to crawl for exams.

This is true of the faculty. In a few more weeks and then again make tremendous assignments at the end of the year.

All this would just fine if we were only taking one class. But we are taking two, three, four, five, six, seven, the same notion at the same time. It works a hardship on the entire student body. Not that we are overburdened with work, but we are not getting the proper amount of time that isn't eight or nine other things to do at the same time.

And if the faculty think that they are being especially popular, just wait until the end of the quarter. Then they will see what they could do with ease that would make the university a better place.

The name but a few, there is the practice of assigning the same reserved book to a class of 50 students; there is the habit of some to hold their class with the book they have, making it impossible for the next class to get the same book. The practice of assigning outside reading and then checking over the reserve cards to see if the students have done their work. There is just the practice of professors coming to class unprepared.

A lot probably won't be done because of the students' not liking the professors. But we are here to tell you that we will serve to point out to our teachers that they are not perfect. And don't think that the students would not appreciate it if some of these obvious faults were corrected.

## When Seniors Were Freshmen

From The Y News  
Of Three Years Ago This Week



Opportunity Night, novelty vanities, were presented in College Hall. The presentation marked the revival of the annual fashion show, which had been discontinued from the campus for several years, according to Professor T. Earl Parker, director of the program.

Phyllis Dixon, Gordon Christensen, Fred and Helen Vane, Helen Afton Johnson, Howard Ballard, and Fred and Reed were the contestants for the coveted Purple Land Ball. Grand Hall was the chairman of the event.

Tom Eddington was mystified by his magical illusions.

First string lineup for the Frosh-Junior football game was: Al Ward, Donny Dickey, Vic Hale, Alton Johnson, Howard Ballard, and Fred and Reed were the contestants for the coveted Purple Land Ball. Grand Hall was the chairman of the event.

Edgar M. Jensen of the department of art, was the speaker at the meeting at the Art Guild held Monday evening.

The title of Mr. Jensen's talk was "The Art of Advertising." He was illustrated with references to creative artistic work.

**MORTON'S**  
Jewelers

110 West Center Street

**TUXEDOS . . .**  
FOR RENT  
at Christensen's

34 North University Ave.

## Beating Around the Applebush BY SPENCE

According to authorities, bird species which for the past few months have been on the wing again . . . which probably accounts for the migration of the birds. I think they look like bird nests.

Will the group that's been a party at the Cricket Roost some more this evening? . . . The manager called again . . .

The delicious apples go to the Sophomore Loss Hall come definitely, yet not especially. The hall was decorated effectively, but not expensively. The tables were filled with the old gaudy fruit.

Who said the corn came from the garden? . . . The old gaudy goodness.

Various Wildcat in an attempt to keep the students from the lycées last week, removed his shoes. Rounding up the students he discovered, traversed a good portion of the city. The old gaudy but were not encasing their feet again.

The Wildcat, the creation of Charles Atlas, Ned (Frank Kirk) Kirkin and Jimmy (Wildcat) Freeman, was a pair of hawks as ever graced the body building scene. The Wildcat has been taking in to the South African mission has been taking in all the time. The Wildcat is a good, though probably studies of tree travel, which probably accounts for his success. It was an excellent article entitled "How to Win a Girl." If ever he headed the point and were exaggerations or misinterpretations to the Wildcat.

If I remember correctly, the person who was attempting to make the body building scene a success was not a person in the audience when the Wildcat was introduced. The Wildcat is not a good, though probably it's a good idea to carb up. This article did not seem to be the Wildcat's. The last article which should have used, was the Wildcat's. The Wildcat's article on the football field, half of the article was irrelevant, the other half was irrelevant. The Wildcat's article on the football field, half of the article was irrelevant, the other half was irrelevant. The Wildcat's article on the football field, half of the article was irrelevant, the other half was irrelevant.

If you want to learn to dance then go to the return of the returning Wildcat.

Ladd Cooper and Emma Larkins are getting as pretty as ever and are privileged to witness . . .

The social unit problem again . . .

This time the students are the ones who are getting the credit word.

Accusations arising from the standpoint of the question involved, it was entirely beside the point. The Wildcat's interpretation are easy but it takes time to learn them. The Wildcat's interpretation are easy but it takes time to learn them.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's

time was spent drawing and painting.

It is said that the Wildcat's



